

ಎನ್ನುವುದು ತಮಗೆ ಗೊತ್ತಾಗುವುದಿಲ್ಲವೆ? ಈ ಭೂ ನ್ಯಾಯ ವೆಂಡಲಿ ಅಸಮರ್ಪಕವಾಗಿ ಕೆಲಸ ಮಾಡುತ್ತಿದೆ ಎನ್ನುವುದು ಇದು ಎತ್ತಿ ತೋರಿಸುತ್ತಿದೆ. ಇದರ ಬಗ್ಗೆ ಮಾನ್ಯ ಮಂತ್ರಿಗಳ ಅಭಿಪ್ರಾಯವೇನು?

ಶ್ರೀ ಎಚ್. ಸಿದ್ದ ವೀರಪ್ಪ.—ಬಳ್ಳಾರಿಯ ಅಸಿಸ್ಟೆಂಟ್ ಕಮಿಷನರ್ ಇದಕ್ಕೆ ಛೇರ್ಮನ್ ಆಗಿದ್ದಾರೆ. ಈ ಕೆಲಸದ ಜೊತೆಗೆ ಅವರು ಬೇರೆ ಕೆಲಸಗಳನ್ನು ಮಾಡಬೇಕಾಗುತ್ತದೆ. ಯಾವುದಾದರೂ ತಡವಾದ ಪ್ರಕರಣಗಳಿದ್ದರೆ ತಿಳಿಸಿ, ಅವುಗಳನ್ನು ಜಾಗೃತೆ ಮಾಡಿಸುವ ವ್ಯವಸ್ಥೆ ಮಾಡಿಸೋಣ.

ಶ್ರೀ ಕೋಣಂದೂರು ಲಿಂಗಪ್ಪ.—ತಿಂಗಳಿಗೆ ೧೦ ದಿವಸ ಸಭೆ ನಡೆಸಬೇಕೆಂದಿರುವಾಗ ತಡವಾದ ಪ್ರಕರಣಗಳಿದ್ದರೆ ಎಂದರೆ ಅರ್ಥವೇನು? ಆ “ರೆ” ಎಂದರೆ ಅರ್ಥವೇನು?

ಶ್ರೀ ಎಚ್. ಸಿದ್ದ ವೀರಪ್ಪ.—“ರೆ” ಅಂದರೆ “ರೆ”.

ಶ್ರೀ ಕೋಣಂದೂರು ಲಿಂಗಪ್ಪ.—ಇದು ತಮಗೆ ಸಮಾಧಾನವೋ ಅಥವಾ ತೃಪ್ತಿಕರವೋ?

ಶ್ರೀ ಎಚ್. ಸಿದ್ದ ವೀರಪ್ಪ.—ಹೇಗೆ ಅರ್ಥ ಮಾಡಿಕೊಂಡರೂ ಆಗಬಹುದು.

## STATEMENT BY THE MINISTER FOR UNIVERSITY EDUCATION AND WAKFS

*re : Vocationalisation of Higher Secondary Education*

SRI S. M. YAHYA (Minister for University Education and Wakfs).—  
Madam Speaker, I wish to make the following Statement:—

Government have decided to introduce, during the academic year 1977-78 which is just commencing a pilot scheme in the districts of Bangalore, Dakshina Kannada and Dharwad for vocational courses at the higher secondary stage in Junior Colleges. As this scheme has been designed by the Government of India as an employment-oriented scheme and will, therefore, have a far-reaching effect on the future of young people in our State, I shall briefly explain the background and the important features of the scheme.

In Karnataka out of about 40,000 students who will pass the pre-University course this year, only about 3,000 can get admitted into professional courses and as many as 36,000 will take up higher education in arts, science and commerce at the University. When they complete their higher education, an overwhelming majority will face serious problems of unemployment, as jobs in organised industry and services will not increase fast enough to absorb more than a small fraction of them.

This growing problem of the educated unemployed has been examined by various Commissions and the Government of India and Karnataka at different times. It is only recently that the Government of India have recommended a comprehensive scheme with financial support for tackling it. The scheme is based on one of the main recommendations of the Education Commission that about 50%

of enrolment beyond class X should be in part-time or full-time vocational courses affording opportunities of employment or self-employment in various vocations.

The Education Commission envisaged development of skills at the higher secondary stage to provide middle level supervisory and technician manpower. The role of the technician and middle level supervisor is not properly understood in India and their numbers need to be substantially increased. At present our manpower pyramid is top-heavy and many persons who are more highly qualified than need be are doing what should be regarded as a technician's job. This is a wasteful use of their skills and is an unnecessary charge on training costs.

On the other hand, many administrators, managers and those in charge of banks, insurance, transport and communications do not possess any professional qualifications at all. Most of them have completed only secondary education. In the case of craftsmen and skilled workers like textile designers, mechanics and electricians very few possess general or professional qualifications. This confirms the lack of adequate training courses for middle level personnel.

The aim of vocational education should, therefore, be :

(a) to train persons for middle level jobs that can be anticipated in industry and in the services sector.

(b) to train people for self-employment in the agricultural sector (used in the broadest sense), small scale industrial sector (including handicrafts, cottage industries, village industries, etc.) or services related to and including co-operative marketing, servicing, repairs and maintenance of agricultural tools or social service needed by the rural community and for which the community may be in a position to pay ; and.

(c) to offer vocational courses which are not too narrow or specialised.

The scheme contemplates that the course would be comprehensive in one main vocational area and, as far as possible, in at-least two allied subject areas. The content will include (1) some general education (2) broad theoretical education related to the vocation and (3) practical training in the selected vocation. However, the time spent in practical work and in on-the-job-training would be substantial, being not less than 50% of the total instructional time.

Out of more than 100 vocational courses listed by the Government of India we have selected during 1977-78 about 25 courses of immediate relevance to the employment potential existing in

Karnataka in four broad areas-agriculture, engineering, health services and business (Annexure). The courses were developed in close association with employer groups or their professional bodies and often were designed directly by them. This would naturally encourage professional employers to prefer a product of their own design. The courses have been discussed with selected Junior Colleges in the three districts taken up and have evoked encouraging response from the Principals.

The pilot scheme envisages that in each of the 4 institutions in a district 4 related courses in one broad area or 2 related courses in 2 broad areas should be introduced, each course admitting 25 students. The students will be required to make their choice at the time of admission to Class XI between the academic and the vocational streams. If any student wishes to change over from one stream or course to another, his case could be considered by the Head of the Institution at the end of the 1st Semester depending upon the availability of a seat, his performance in the 1st Semest and other considerations, if any. If any change-over is desired after the 2nd Semester the case should be referred to the Government by the Head of the Institution along with his recommendation. The modular structure of the courses and the provision of credits provide necessary flexibility for movement of students both horizontally and vertically. Those students who are allowed the change should be able to carry over the credits of the relevant courses already completed.

For the student the new scheme opens up a vista which holds distinct prospects of both employment and advancement in his chosen vocation.

As employability is the cornerstone of this scheme,

Government intend fully to associate potential employers with the courses throughout their duration. It will be Government's earnest endeavour to create conditions for the easy absorption of successful students by employers. Their involvement has been sought in the following ways:

- (1) The design of the course and the syllabus have been prepared, wherever possible, by professional bodies having the confidence of employers. For example, the banking diploma course has been evolved by a group of prominent banks ;
- (2) Admission to courses will be through such aptitude tests as may be recommended by potential employers ;
- (3) In developing instructional programmes the services of the practitioners of the vocatitons will be utilised ;

(4) The nature of practical training will be determined in consultation with the concerned industry in the public and private sectors and facilities with such units in industry will be arranged for on-the-job training ;

(5) The diploma to be conferred at the end of the course will entitle students to enter the related vocations in preference to those who do not possess such qualification. Government intends to bring employers and the students together during the course so that they may get to know each other ;

(6) The Apprentices Act has been amended to cover those who have completed the course for the benefits of training and stipend under employers ;

(7) It is further the intention of Government to prescribe, in due course and in consultation with employers, that the diplomas will be minimum qualifications for the related vocations.

Both the Government of India and the State Government are actively engaged in working out a scheme for providing further scope for the diploma-holders to attain higher standards and qualifications through advanced courses in the same or allied vocations. They need not, therefore, fear that these courses will deprive them of vertical mobility in their studies or further advancement in their vocations.

To the institutions which introduce these courses at the pilot stage, the Government of India has offered to finance (1) the cost of appointing two lecturers per course at a budgeted cost of Rs. 7,500 per annum per teacher, and (2) the cost of equipment at Rs. 11,250 per course introduced. The State Government have also decided that during the two years ending with 1978-79 the entire net deficit (instead of 80% of deficit) of these courses would be met by Government as grant-in-aid from the very first year of introduction.

Government hope that the parents and students will receive this scheme well and the institutions will do everything in their power to make it a success. For in that success lies the future of most of our young boys and girls.

## A N N E X U R E

### I. AGRICULTURE

1. Poultry
2. Dairying
3. Sericulture
4. Fisheries
5. Co-operation
6. Pesticide, Fertilizers & Weedicides

## II. ENGINEERING

1. Building Construction Technology
2. Servicing Technology (Office Equipment)
3. Electrical Wiring and Servicing of Electrical Appliances
4. Clock and Watch Repair Technology
5. Photography

## III. HEALTH SERVICES

1. Laboratory Technician
2. Physio Therapy and Occupational Therapy Technician
3. X - R a y Technician (Radiological Assistant)
4. Medical Record Technician
5. Optitioner and Refractionist
6. Multipurpose Basic Health Workers (Male)
7. Psychiatric Assistant
8. Pharmaceutics Operator
9. Pharmaceutical Laboratory Assisnant

## IV. BUSINESS

1. Banking
2. Accounting
3. Auditing
4. Costing
5. Materials Management Technology

SRI M S. KRISHNAN(Malleswaram).—I just wanted two clarifications I would like to know two things from the Hon'ble Minister. Since this is a change-over from the existing pattern of education, I would like to know whether the change-over is contemplated uniformly all over the Country. And, if it is not contemplated and if the Government is experimenting it here, whether it will not lead to difficulties?

Already these I.T. Is i.e., Industrial Training Institutes which do take boys and girls after having passed S.S.L.C. and they do take up some of them. I have seen the annexure. Some of the subjects you have mentioned are already there. Don't you think it would be an over-lapping of functions of I.T. Is and this one? Quite a number of them who have completed training in I.T. Is are not employed. When that is the case, how would you say that this would help to solve the unemployment problem? Don't you think that if you want to implement something, there must be national integrated policy.

SRI S. M. YAHYA —That is infact a national integrated policy. The Government of India have been insisting that there must be a new look of education after S.S L C. As I have said in great detail,

every year 40,000 students will seek employment in various Colleges and only 3000-4000 will get into the professional colleges. So, at this stage, if we can provide proper training, it would be very helpful to them. You would find that most of them are rural-oriented. It is not experimenting in Karnataka. This is a Government of India scheme. It is a pilot scheme which we have taken up only in few institutions in three Districts.

### Notice of a Question of Privilege

*re : Instructions to members of a Committee from the leader of the House, [Continued].*

†SRI S. M. SHEARNALY CHANDRASHEKAR (Hosanagar).—Yesterday hon'ble Member Mr. Puttaswamy raised the Privilege Motion against the Leader of the House saying that he has instructed the Committee Members to take instructions before signing the report. In this connection, I would like to read Rule No. 215, Clause (3) which says as follows —

“The Report of the Committee shall be signed by the Chairman on behalf of the Committee:

Provided that in case the Chairman is absent or is not readily available, the Committee shall choose another member to sign the report on behalf of the Committee ”

Therefore, a member need not sign a report. The question of signing by members will never arise unless the Committee authorised the individual member.

ಶ್ರೀ ಕಾಗೋಡು ತಿಮ್ಮಪ್ಪ.—ಇವರ ವಿವರಣೆಯನ್ನು ಯಾರು ಕೇಳಿದ್ದರು ಅಧ್ಯಕ್ಷರೇ?

SRI SHEARNALY CHANDRASHEKAR.—My submission is, here privilege cannot be taken into consideration. It has no force. i.e., privilege has no force. I want your ruling on this point.

ಅಧ್ಯಕ್ಷರು.—ನನಗೆ ರಿಪೋರ್ಟ್ ಕೊಡುವಾಗ ಚೇರ್‌ಮನ್ ಒಬ್ಬರು ರುಜು ಮಾಡಿ ಕೊಟ್ಟಿದ್ದಾರೆ.

SRI S. M. SHEARNALY CHANDRASHEKAR.—Mr. Puttaswamy's privilege motion is that the other House Whip has instructed the Member before signing the report of the Committee. According to Rule 215, Clause (3), signing does not arise. This is what I want to submit.

SRI M. C. KRISHNAN —Nobody has asked about the signature.

ಅಧ್ಯಕ್ಷರು.—ಯಾವುದೇ ಕಮಿಟಿ ರಿಪೋರ್ಟ್ ಕೊಡುವಾಗ ಪ್ರತಿಯೊಬ್ಬ ಸದಸ್ಯರು ರುಜು ಮಾಡಬೇಕೆಂದಿಲ್ಲ. ಆದರೆ ಅಧ್ಯಕ್ಷರು ರುಜು ಮಾಡಿ ಒಪ್ಪಿಸುತ್ತಾರೆ.